

School and Teacher Demographics

Number of districts (CCD, 1998–99) 733

Number of public schools in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
2,150	627	684	92	103

Student/teacher ratio (CCD, 1998–99)

Elementary	Middle	High
19:1	18:1	19:1

Number of FTE teachers in state (CCD, 1998–99)

Elementary	Middle	High	Combined	Other
42,906	19,350	24,720	1,973	1,185

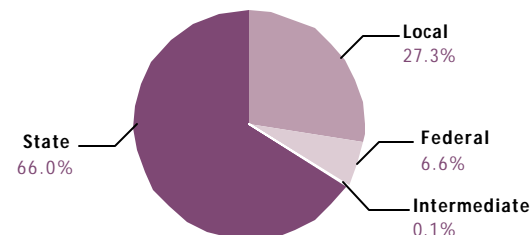
Public school enrollment (CCD) (By state definition)

	1989–90	1998–99
K–8	1,127,921	1,181,032
9–12	448,864	474,080
Pre-K	n/a	15,199

Sources of funding

District average

(CCD, 1996–97)



Student Demographics

Race/ethnicity (CCD, K–12)

	1989–90	1998–99
American Indian/Alaskan Natives	0.9%	1.0%
Asian/Pacific Islander	1.2	1.7
Black	17.8	19.4
Hispanic	2.3	3.0
White	77.8	74.9

Students with disabilities (OSEP, K–12)

	1990–91	1998–99
	9.5%	10.4%

Limited English proficient (USED/NCBE, K–12)

	1989–90	1996–97
	33,449	25,988

Migrant (OME, K–12)

	1993–94	1998–99
	20,018	17,058

Highschool dropout rate (CCD, event)

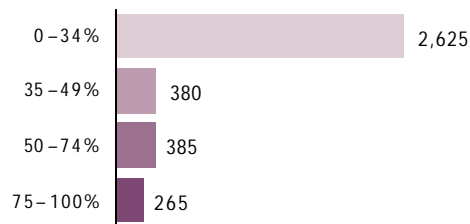
	1993–94	1997–98
	n/a	n/a

Postsecondary enrollment (IPEDS, High school grads enrolled in college)

	1994–95	1997–98
	60%	63%

All schools by percent of students eligible to participate in the Free Lunch Program*

(CCD, 1998–99)



* One school did not report.

Statewide Accountability Information

Statewide Goal for Schools on State Assessment
66% at highest level in each of 4 subjects for 2 of last 3 years

Expected School Improvement on Assessment

Statistically significant gain every 2 years

Indicators for School Accountability

CRT (MEAP) test scores, percent of students assessed

Title I Adequate Yearly Progress (AYP) for Schools

Close gap for school 10 percent between high and low gain per year in level annually

Schools Meeting Title I AYP Goal

1,290 (64.1%)

Title I Schools

Title I enrollment (USED)

	1998–99
K–8	436,186
9–12	43,511
Pre-K	n/a

Race/ethnicity (USED, K–12)

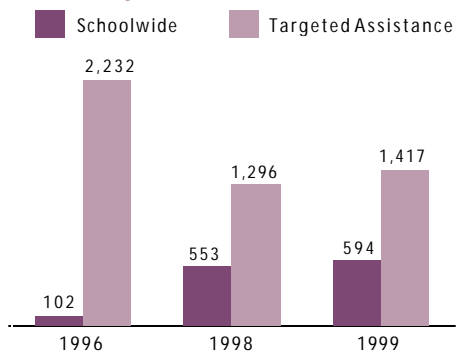
	Schoolwide	Targeted Assistance
American Indian/Alaskan Natives	2,204	3,575
Asian/Pacific Islander	2,535	3,132
Black	191,988	36,766
Hispanic	12,853	8,585
White	59,683	156,737

Title I allocation \$342,425,049

(Includes Basic, Concentration, and LEA grants, Capital Expenditures, Even Start, Migrant Education, and Neglected & Delinquent, USED, 1998–99)

Number of schools with Title I programs

Schoolwide vs. targeted assistance (USED)



Student Achievement 1998–1999

Percentage of students meeting state proficiency levels

Grade 4

Reading/Language Arts

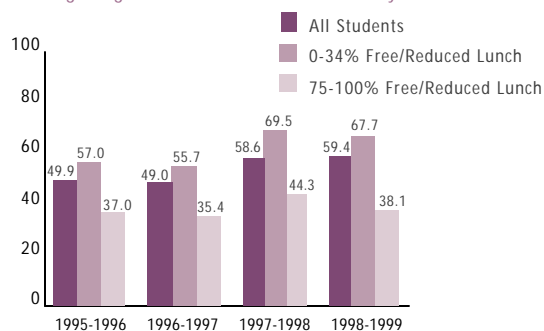
	Low	Moderate	Satisfactory
All Students	15.1%	25.5%	59.4%
Title I Schoolwide	24.8	29.4	45.8
Title I Targeted	13.2	25.3	61.5
Percent of School in Poverty			
00–34	9.6	22.7	67.7
75–100	30.3	31.6	38.1
LEP Students	35.9	32.5	31.6
Migrant students	34.7	23.6	41.7

Mathematics

	Low	Moderate	Satisfactory
All Students	10.6%	17.7%	71.7%
Title I Schoolwide	19.1	22.0	58.9
Title I Targeted	8.6	17.7	73.7
Percent of School in Poverty			
00–34	5.8	14.5	79.7
75–100	23.0	23.3	53.7
LEP Students	19.4	26.8	53.8
Migrant students	19.4	25.0	55.6

Student achievement trend

Reading 4th grade meets or exceeds Satisfactory



Grade 7

Reading/Language Arts

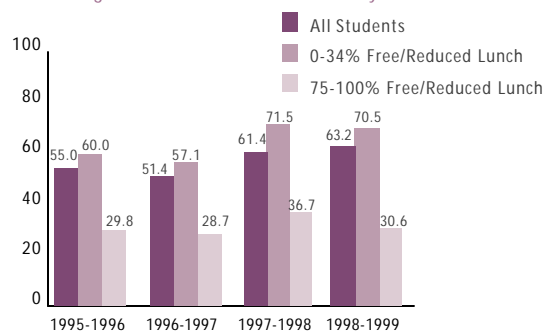
	Low	Moderate	Satisfactory
All Students	20.4%	26.6%	53.0%
Title I Schoolwide	33.7	30.2	36.1
Title I Targeted	20.6	26.7	52.7
Percent of School in Poverty			
00–34	16.0	25.4	58.5
75–100	35.8	31.7	32.5
LEP Students	55.6	25.3	19.0
Migrant students	58.3	22.5	19.2

Mathematics

	Low	Moderate	Satisfactory
All Students	13.8%	23.0%	63.2%
Title I Schoolwide	30.5	30.2	39.3
Title I Targeted	13.4	23.6	63.0
Percent of School in Poverty			
00–34	9.0	20.5	70.5
75–100	38.7	30.7	30.6
LEP Students	35.5	30.8	33.7
Migrant students	39.0	31.4	29.7

Student achievement trend

Math 7th grade meets or exceeds Satisfactory



Assessment Information

Assessment Reported

MEAP Essential Skills-Reading, used since 1989; MEAP High School Test, used since 1998; Some categories do not add up to 100% due to omission of scores by student request.

Progress Toward Assessment Aligned with Standards

Performance standards did not meet review criteria of the U.S. Department of Education.

State Definition of "Proficient"

Satisfactory: the student scored 300 scale score or above on each reading selection from the MEAP Essential Skills Reading Test. The student scored 520 or more on overall performance in the MEAP Essential Skills Mathematics Test.

Exclusion from Assessment

LEP and special education students

Other Assessments

Science and Writing, Grades 5, 8, and 11

Grade

Reading/Language Arts

All Students
Title I Schoolwide
Title I Targeted

Mathematics

All Students
Title I Schoolwide
Title I Targeted

NAEP State Results

	Grade 4	Grade 8
Reading, 1998:		
Proficient level and above	28%	n/a
Basic level and above	63%	n/a
Math, 2000:		
Proficient level and above	29%	29%
Basic level and above	72%	70%